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Two studies were made of part time adult education enrollees in Wisconsin: (1) a Spring 1967 study of relationships between demographic or socioeconomic data and information on reasons for course participation in the vocational system; (2) a study during the 1967-68 school year in which questionnaires were given, to vocational system course enrollees, course dropouts and completers, and enrollees in five University of Wisconsin extension centers. These were among the findings: (1) participation in the extension and vocational systems differed significantly on sex, educational background (both higher for the extension group), and occupation and income; (2) vocational students were generally motivated by occupational and home tasks, while extension students stressed becoming better informed citizens and escaping daily routines; (3) newspapers (for the vocational students) and catalogs (for the extension group) were the leading sources of course information; (4) instructors in the vocational system appeared more empathetic toward their students than extension instructors. (The document includes questionnaires and nine tables.) (ly)

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RESUME'

of

# TWO ADULT EDUCATION SURVEYS

Summary of State and Dist. No. ____

Tabular Data

Spring 1967

and

School Year 1967-68

by

Research Coordinating Unit

Wisconsin Board of Vocational, Technical and Adult Education

and

University of Wisconsin Extension

A 000 432 3

RESUME OF TWO ADULT EDUCATION SURVEYS, CONDUCTED BY THE WBVTAE. (SPRING 1967, AND 1967-1968).

More then 180,000 persons in the State of Wisconsin annually enroll in the part-time adult education (PTAE) programs offered in the Wisconsin system of Vocational, Technical and Adult Education. The prime mission of the system is to provide vocational, technical and adult education opportunities for Wisconsin residents over 16 years of age and who are not enrolled in secondary schools. Adult students are motivated by social, economic, and academic reasons to attend part-time programs, but many students terminate studies prior to formal course completion. Thus, fulfillment of their educational needs may be obtained prior to completion of the formal course offering. However, knowledge gained relative to the factors for student (adult) participation can aid in the revision and development of educational programs, services and activities to meet their changing educational needs.

Two studies were recently made of students enrolled in part-time adult education programs. The first study, which will be referred to as the Spring 1967 study, was conducted to ascertain relationship which might exist between demographic, or socio-economic data and information on reasons for course participation. The second study developed during the 1967-1968 school year had a longitudinal effect in that questionnaires were given not only to course enrollees but also to course drop-outs and course 'persister', or those completing the course. Furthermore, the questionnaire used in the 1967-68 survey was also administered to students enrolled in the University of Wisconsin extension centers at Green Bay, Janesville, Madison, Marathon County (Wausau), and Racine. These schools were chosen because of their comparable geographic commonalities to the surveyed schools in the vocational system.

## PART I. SPRING 1967 STUDY

The initial study was divided into two sections, dependent upon consideration given to variables studied. The first section, designated as Part 'A', is related to the surveyed population respective to singular attributes. Elementary considerations were: (1) course data, (2) individual descriptors, (3) occupation and employment data, (4) attendance information, (5) reasons for participating, and (6) results gained from PTAE participation. The second portion of the report, designated as Part 'B' discusses the relationship between variables. Contrasted elements such as (1) present occupation versus demographic items; (2) occupational aspirations contracted to demographic variables; (3) course interest areas compared to level of education attainment; (4) family income level against demographic attributes; (5) present occupation versus aspiring occupation goals; etc. - are compared within the survey.

Course data discussion:

The questionnaire for the spring 1967 survey was distributed to a sample, of 1500 students. Completed questionnaires were received from 819 adult students, The surveyed students represented 70 classes in 41 communities. Approximately two-thirds of the courses surveyed were concerned with a general educational development as contrasted to a manipulative skill development. Fifty-eight courses were offered in the evening; whereas twelve were day-time presentations. Concentration of courses, a 7/2 ratio, was in the divisional areas of industrial, business, and home economics as compared to courses in the subject fields of general education, graphic and applied arts, and service and health occupations. Forty-six courses were state or federally aided, and twenty courses were classified as non-aided.

Individual Data:

The adult student was reluctant to reply to questions about age, income, and number of dependents; whereas inquiries about marital status and education background were more frequently answered. Female students participated slightly more than their male counterpart (411/394) in the surveyed program. The median age of students surveyed was 31.3 years with a 3 to 1 relationship existent between the married and single students. The median level of education attainment was 12 years of formal schooling with the median family income being slightly less than $7,000. The average number of dependents per student was 1.15 persons; and approximately one of each twenty surveyed individuals indicated they had physical limitations.

It appears that students have a tendency to enroll in course work in a continual fashion, and slightly over thirty percent of those surveyed had participated in the PTAE program during the previous school year.

Reasons for Participation:

More than 2/3 of the respondents participate in the adult program to fulfill a desire for general information and knowledge/or satisfy courisity. Three additional reasons for participating in the adult education programs are given by more than 40 percent of those surveyed, and they are: (1) to improve performance ability on the present job, (2) to prepare for leisure time activity; and (3) to spend time more enjoyably. Two items that appeared least significant for course participation were: (1) to prepare for a second part time job; not a retraining or upgrading process, and (2) to improve understanding of community problems.

Variable Comparisons:

Median age levels as related to the present occupations of adult students had the following order of ascendancy: (1) 25 years - clerical and sales occupation; (2) 27 to 30 years - tradesmen in machine or bench/structural work; (3) 35 years - the professional technical-managerial occupations; and (4) 37 years - the domestic profession, which includes the housewife. Surveyed adult students, who have an educational attainment level of less than one year post high school, have family median incomes of less than $7,000; whereas, adult enrollees who reported an education level of between two and four years post high school had a median income slightly in excess of $7,000. Participants with four years post high school training reported a median family income in excess of $8,000. Respondents, who had an education level of less than eighth grade, were registered as 'full-time students' and had a median income of less than $4,000.

Holding Strength Observations:

The basis for establishing a 'holding-strength' indicator is to compare student enrollment between the beginning and ending of a course. If a course maintains its 'category' enrollment level for the instructional duration, the holding strength for the course is rated 'high'. If class attendance decreases by one category, or between 6-10 persons, its holding strength is rated 'average'. Whereas, a decline of more than one category is given a 'low' holding strength rating. In the survey, 54 night classes were surveyed as contrasted to 12 day offerings. Differences between the evening and day classes did not appear significant for holding strength comparisons. However, if the courses were grouped for class meetings planned into twenty or more sessions and contrasted with the group of less than

twenty planned sessions; the latter grouping exhibits significantly greater holding strength. The major vocational education divisions indicating greatest holding strengths were concentrated within industrial and home economic course interest areas, whereas courses of least holding strength were in the interest areas of business and graphic and applied arts.

## PART II 1967-1968 SURVEY

The second adult education survey was conducted during the 1967-1968 school year and consisted of three questionnaires administered to the adult student.

The initial instrument was given to students shortly after enrolling in the course, and it was developed to ascertain whether or not a population drawn in the fall school term would reveal a different student demographic pattern than the previous survey conducted in the spring term of 1967. The second phase of the study was a questionnaire given to the students who were 'drop-outs' and the third instrument was administered to the student 'persister' or those completing the course. The study was given to students enrolled in U. W. extension centers and comparative results were developed between the vocational and extension systems. Populations used in the 1967-68 PTAE study of the vocational system were 2,429 enrollees, 303 drop-outs, and 1,559 persisters, The U. W. extension center system had listings of 223 enrollees, 5 drop-outs, and 149 persisters for the area studied.

A demographic comparison between the two studies indicated that elements of age, education level, marital status, median family income, and sex ratio for enrollees were relatively comparable between the two studies. This indicates that the socio-economic differences were slight and the time of year at which the survey was conducted was irrelevant toward the demographic makeup of the population constituency.

A comparison was made between the persisters and drop-outs within the vocational system by comparing eight questions that evaluated the courses. In reviewing the questions, that presented a significa difference ($p < .001$) between the drop-out and persister population it appears that the fault may be within the instructional attitude. Evaluative differences were in: (1) 'teacher knowing subject'; (2) 'teacher offering student assistance'; (3) 'class being made interesting'; and (4) 'course giving what was desired by student'. A fifth item, 'chance for practical work', gave significa differences; for those who completed the course were pleased at being allowed practical applications within their courses. No significant differences were noted for questions of: (1) 'work being too hard'; (2) 'class assist you on job'; and (3) 'class bing too large'.

## Comparing Survey Results Between U. W. Extension and Vocational System Adult Education Participants

Also the second adult survey, and its three phases, were administere to five centers in the U. W. Extension systems. However, a comparability analysis was made between four units of the extension and vocational systems. (Janesville, Madison, Wausau, and Racine) the basis for selection was similiarity in geographical locales for student attendance.

The populations of the two system appear significantly different for demographic factors of adult participants in the U. W. Extension and the Wisconsin Vocational systems. The socio-economic factors which show a disparity are: sex, years of schooling, median family income, and present occupation.

The extension system is typified by having greater than two-thirds of their adult students being female; whereas the vocational system has less then sixty percent female enrollees. The extension system student has a median educational attainment at the college level, and the vocational adult program is at the high school level. Median family income for the VTAE group is about $6,300, but the extension system enrollees have a median income level of over $10,000. A significantly higher percent of extension enrollees are white-collar workers as compared to those in the vocational system.

Vocational students who enrolled in the adult programs were concerned with occupational jobs and home tasks as reasons for enrolling; whereas, the extension student placed an enrollment priority on becoming a better informed citizen and escaping daily routines.

Approximately 45 percent of the VTAE adult enrollees learned of their course offering through the newspaper medium and almost 38 percent of the U. W. Extension system students were informed of their courses through catalogs. The second most viable source for gaining course information by the vocational system students is 'other students', 27.1%, and by U. W. extension system enrollees is the newspaper medium, 28.7%.

Comparison of evaluative data for those completing the course in the two systems indicate that vocational adult courses are more job oriented and the instructors in the vocational system appear more empathetic toward the student. The aforementioned statement is supported by the significant percent of 'agreeable' responses registered by the vocational system participants to the queries of: (1) 'Teacher know his subject?'; (2) 'Teacher help you when you needed it?'; (3) 'Course help you on the job?'; and (4) 'Chance for practical work?'.

PART-TIME ADULT EDUCATION SURVEY

State Board of Vocational, Technical and Adult Education

GENERAL DIRECTIONS: 1) Please read each item carefully and answer all questions completely. 2) Be sure to check only one item unless other directions are given. 3) All information you give us will be kept confidential.

---

1. Name (Optional)_____ Age_____
   Last First Initial

2. Marital Status: Single____ Married____ Separated____ Widowed____ Divorced____

3. Male_____ Female_____ Number of Dependents_____

4. What is your present occupation? Please be specific: For example: Salesman, farmer, plumber, mechanic._____

5. Briefly, list the main duties of this occupation_____

   _____

6. Employment Status: Full-time____ Part-time____ Retired____ Unemployed____

7. How many years have you been in your present position(job)?_____

8. Do you have any disability or health condition that limits your employability? Yes_____ No_____

9. What occupation (job or position) would you like to be doing five years from now?_____

10. In which group did your taxable income fall last year? If you are married state your family income. If you are in business for yourself or a farmer state your net income. (Check one)

    Under $4,000_____, $4,000-6,999_____, $7,000-10,000_____, Over $10,000_____

11. Circle the highest grade or year of school completed.

| Elementary | High School | Post High School |
|---|---|---|
| 4 5 6 7 8 | 9 10 11 12 | 1 2 3 4 5 6 7 |

12. Name of this course:_____ Day___ Eve___

13. Have you attended part-time classes provided by a vocational, technical and adult school previously? Yes___ No___ If yes, how many____. Year of most recent attendance prior to this class_____.

14. How far do you travel one way to attend this class_____?
    miles

15. How many years have you lived in this community_____?

16. Below listed are reasons that might describe why you participate in <u>this</u> educational activity. Check all the reasons that you feel apply to <u>you</u>.

___a. To fulfill a desire for general information and knowledge or to satisfy my curiosity

___b. To improve my understanding of community problems

___c. To improve my understanding of life in general

___d. To improve my ability to perform on my present job

___e. To prepare for a hobby or leisure time activity

___f. To improve my personal relations with others on the job

___g. To become a more effective citizen

___h. To satisfy a need for higher status and prestige

___i. To retrain or prepare for a <u>different</u> full-time job

___j. To prepare for a second (<u>part-time</u>) job

___k. To help me become a better parent

___l. To help in carrying out tasks and duties around the home

___m. To prepare for future education (such as college or technical institute)

___n. To associate with people in new activities

___o. To meet new friends of similar age and interests

___p. To get away from daily routine

___q. To spend my spare time more enjoyably

___r. Others - please list_____

17. Of the reasons you checked from the above list, select the three you feel best describe your participation in this class. <u>Rank</u> them by filling in the letter of the reason in the following blanks. 1st_____ 2nd_____ 3rd_____

18. Below is a list of some of the ways participation in <u>this</u> or <u>previous</u> part-time adult classes provided by a vocational, technical and adult school could <u>have helped you in your occupation</u>. (Check ways that have helped you)

___a. Provided training necessary for advancement in present job.

___b. Provided training necessary to acquire a different job.

___c. Provided a better understanding and satisfaction with present job.

___d. Increased ability to get along with other employees associated with present job.

___e. Others, please list_____

_____

19. Do you feel that participation in part-time adult classes provided by vocational, technical and adult schools resulted in increased income from your occupation?

Yes___ No___ If yes, approximately how much per week?_____

20. Comments or Suggestions (Use back of sheet if more space is needed)_____

_____

_____

TABLE A

Table showing number and percent of persons by varied reasons for participating in courses within state PTAEsample survey. (Spring 1967).

| Reason for Participating | Number of Persons Replying | | | Percent of Persons Replying | | |
|---|---|---|---|---|---|---|
| | Yes | No | (Tot) | Yes | No | (Tot) |
| 1. To fulfill a desire for general information and knowledge/ or satisfy curiosity | 551 | 249 | (800) | 68.9 | 31.1 | (100.0) |
| 2. To improve understanding of community problems | 73 | 727 | (800) | 9.1 | 90.9 | (100.0) |
| 3. To improve understanding of life in general. | 141 | 659 | (800) | 17.6 | 82.4 | (100.0) |
| 4. To improve ability to perform on present job. | 353 | 447 | (800) | 44.1 | 55.9 | (100.0) |
| 5. To prepare for hobby or leisure time activity. | 360 | 440 | (800) | 45.0 | 55.0 | (100.0) |
| 6. To improve relations with others on job. | 170 | 630 | (800) | 21.3 | 78.7 | (100.0) |
| 7. To become a more effective citizen | 167 | 633 | (800) | 20.9 | 79.1 | (100.0) |
| 8. To satisfy a need for higher status and prestige. | 223 | 577 | (800) | 27.9 | 72.1 | (100.0) |
| 9. To retrain or prepare for a different full-time job. | 228 | 572 | (800) | 28.5 | 71.5 | (100.0) |
| 10. To prepare for a second (part-time) job. | 79 | 721 | (800) | 9.9 | 90.1 | (100.0) |

| Reason for Participating | Number of Persons Replying Yes | No | (Tot) | Percent of Persons Replying Yes | No | (Tot) |
|---|---|---|---|---|---|---|
| 11. To help become a better parent | 110 | 690 | (800) | 13.8 | 86.2 | (100.0) |
| 12. To help in carrying out tasks and duties around the house. | 229 | 571 | (800) | 28.6 | 71.4 | (100.0) |
| 13. To prepare for future education (e.g. college or technical institute.) | 117 | 683 | (800) | 14.6 | 85.4 | (100.0) |
| 14. To associate with people in new activities. | 249 | 551 | (800) | 31.1 | 68.9 | (100.0) |
| 15. To meet new friends of similar age and interests. | 187 | 613 | (800) | 23.4 | 76.6 | (100.0) |
| 16. To get away from daily routine. | 235 | 565 | (800) | 29.4 | 70.6 | (100.0) |
| 17. To spend time more enjoyably. | 333 | 467 | (800) | 41.6 | 58.4 | (100.0) |
| 18. OTHER REASONS | 40 | 760 | (800) | 5.0 | 95.0 | (100.0) |

Form A-3

ADULT EDUCATION SURVEY
Board of Vocational, Technical and Adult Education

1. Name_____ Age____ Social Security #_____
   Last First Initial

2. Male____, Female____, No. of Dependents____, Single____, Married____, Other____

3. What is your present occupation? Please be specific. For Example: Salesman, farmer, plumber, mechanic, homemaker_____

4. Circle the highest grade or year of school completed.
   Elementary: 4 5 6 7 8 High School: 9 10 11 12 Post High School: 1 2 3 4 5 6 7

5. Name of this course_____ Day____ Eve____

6. Length of course (No. of meetings)____, Hours per meeting ____, No. of weeks____

7. Agency paying fees: Self____, Employer____, Government____

8. In which group did your taxable income fall last year? If you are married, state your family income. If you are in business for yourself or a farmer, state your net income. (Check one)
   Under $4,000____, $4,000-6,999____, $7,000-10,000____, Over $10,000____

Please check all statements below according to the extent each one influenced you to take this course.

| Table A | Much | Some | Little | Not at All |
|---|---|---|---|---|
| a. To help me do my job better | | | | |
| b. To prepare for a hobby | | | | |
| c. To help me get along better with others on the job | | | | |
| d. To be a better informed citizen | | | | |
| e. To retrain or prepare for a different full-time job | | | | |
| f. To prepare for a second part-time job | | | | |
| g. To help me become a better parent | | | | |
| h. To help in carrying out tasks and duties around the home | | | | |
| i. To prepare for futher education (such as college or technical inst.) | | | | |
| j. To associate with people in new activities | | | | |
| k. To get away from daily routine | | | | |

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

SURVEY QUESTIONNAIRE
ADULT EDUCATION

Form B-2

1. Name _____ Age____ Social Security #_____
Last First Initial

2. Name of course _____

Please place an "x" in a box by each question according to your feelings about the course.

Table B

| Question | Much | Some | Little | Not at All |
|---|---|---|---|---|
| 1. Did the course give you what you wanted? | | | | |
| 2. Was the work too hard? | | | | |
| 3. Did the teacher know his subject? | | | | |
| 4. Did the teacher help you when you needed it? | | | | |
| 5. Will the course help you in your job? | | | | |
| 6. Was the class interesting? | | | | |
| 7. Was the class too large? | | | | |
| 8. Was there a chance for practical work? | | | | |

Listed below are statements that may describe your reasons for not attending the course. Check all of those items which apply to you. Add any other reasons not listed. Make any comments you wish after any item checked.

___1. Work schedule conflicted

___2. Illness

___3. Moved

___4. Transportation problems

___5. Accomplished my purpose of attending without completing the course

___6. Did not have proper background

___7. Preferred another course

___8. Other reasons (Please make additional comments on the reverse side of this page)

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

SURVEY QUESTIONNAIRE
ADULT EDUCATION

Form C-2

1. Name _____ Age____ Social Security #_____
   Last First Initial

2. Name of course _____

Please place an "x" in a box by each question according to your feelings about the course.

Table C

| Question | Much | Some | Little | Not at All |
|---|---|---|---|---|
| 1. Did the course give you what you wanted? | | | | |
| 2. Was the work too hard? | | | | |
| 3. Did the teacher know his subject? | | | | |
| 4. Did the teacher help you when you needed it? | | | | |
| 5. Will the course help you in your job? | | | | |
| 6. Was the class interesting? | | | | |
| 7. Was the class too large? | | | | |
| 8. Was there a chance for practical work? | | | | |

1. Did you tell anyone about you taking the course? Yes____ No____

2. How did you learn of this course? Teacher____, Employer____, Other Student____, Newspaper____, Employment Service____, Radio/T.V.____, School Catalog____, Other Schools____, Name of School _____

3. Was there any time during the course when you thought you might drop out? Yes____ No____ Why_____

4. What courses would you like to see offered in the future?

| Day Time | Evening |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5. Suggestions and Comments_____

_____

_____

## TABLE B

Table showing the extent of influence, expressed in percent, for various reasons that persons enrolled in the 1967-68 PTAE course survey. (N - indicates the number of students responding to each statement).

| Reason or Statement | Extent of Influence (expressed in %) Much | Some | Little | Not at All | N |
|---|---|---|---|---|---|
| 1. To help me do my job better | 38.0 | 19.0 | 7.5 | 35.7 | 1,982 |
| 2. To prepare for a hobby | 23.4 | 17.6 | 11.4 | 47.6 | 1,951 |
| 3. To help me get along better with others on the job | 10.9 | 16.2 | 13.1 | 59.8 | 1,833 |
| 4. To be a better informed citizen | 24.2 | 25.2 | 13.2 | 37.4 | 1,887 |
| 5. To retrain or prepare for a different full-time job | 22.5 | 9.1 | 8.0 | 60.4 | 1,862 |
| 6. To prepare for second part-time job | 6.9 | 9.7 | 8.3 | 75.1 | 1,828 |
| 7. To help me become a better parent | 13.7 | 15.1 | 9.8 | 61.4 | 1,849 |
| 8. To help in carrying out tasks and duties around the home | 18.9 | 17.9 | 10.2 | 53.0 | 1,897 |
| 9. To prepare for further education (such as college or tech. institute) | 15.8 | 11.1 | 8.7 | 64.4 | 1,826 |
| 10. To associate with people in new activities | | | | | |
| 11. To get away from daily routine | 20.6 | 22.5 | 14.9 | 42.0 | 1,952 |

## TABLE C

Table showing reasons for not attending the courses as given by drop-outs of the 1967-68 PTAE courses surveyed.

| Reason for Discontinuing | Frequency | Percent(%) |
|---|---|---|
| 1. Work schedule conflict | 103 | 30.7 |
| 2. Illness | 61 | 18.2 |
| 3. Moved | 10 | 3.0 |
| 4. Transportation problem | 5 | 1.5 |
| 5. Accomplish before completed | 28 | 8.3 |
| 6. Improper background | 18 | 5.4 |
| 7. Preferred another course | 15 | 4.5 |
| 8. Other reasons | 95 | 28.4 |
| Totals | 335* | 100.0 |

*Number of dropouts in PTAE program is 303, however, several respondents offered more than one reason for discontinuing their course.

TABLE D

Table showing the degree of feeling toward courses expressed, in percent, by usage of evaluative questions asked of both the persister (P) and drop-out (D) students in the 1967-68 PTAE course survey.

(N - indicates the number of students answering the questions)

| Course - evaluative questions | Attendance Level | Degree of Feeling (expressed in %) Much | Same | Little | Not at All | N |
|---|---|---|---|---|---|---|
| 1. Did the course give you what you wanted? | P | 75.4 | 22.5 | 1.8 | .3 | 1,539 |
| | D | 57.0 | 30.1 | 8.1 | 4.8 | 272 |
| 2. Was the work too hard? | P | 1.2 | 10.9 | 15.3 | 72.6 | 1,524 |
| | D | 1.9 | 13.4 | 17.5 | 67.2 | 268 |
| 3. Did the teacher know his subject? | P | 97.0 | 2.9 | -- | .1 | 1,536 |
| | D | 83.2 | 12.8 | 2.2 | 1.8 | 273 |
| 4. Did the teacher help you when you needed it? | P | 91.1 | 8.4 | .5 | -- | 1,535 |
| | D | 74.4 | 17.5 | 6.2 | 1.9 | 258 |
| 5. Will the course help you in your job? | P | 36.2 | 27.8 | 9.5 | 26.5 | 1,401 |
| | D | 29.2 | 31.6 | 14.0 | 25.2 | 250 |
| 6. Was the class interesting? | P | 84.7 | 13.7 | 1.2 | .4 | 1,539 |
| | D | 60.0 | 24.4 | 9.4 | 6.2 | 275 |
| 7. Was the class too large? | P | 3.4 | 6.3 | 7.2 | 83.1 | 1,536 |
| | D | 6.7 | 4.8 | 7.5 | 81.0 | 268 |
| 8. Was there chance for practical work? | P | 55.0 | 31.1 | 7.4 | 6.5 | 1,424 |
| | D | 47.8 | 32.2 | 14.0 | 6.0 | 263 |

TABLE E

Table showing significance test results of responses between persister and dropout students toward evaluative questions in the 1967-68 PTAE survey by using the $X^2$ test of dichotomized response categories[a]

| Evaluative Questions | Results obtained by the $X^2$ measure between persisters, completers and dropouts.[b] $X^2$ | d.f. | P |
|---|---|---|---|
| 1. Did the course give you what you wanted? | 76.467 | 1 | .001 |
| 2. Was the work too hard? | 2.365 | 1 | .10 |
| 3. Did the teacher know his subject? | 48.693 | 1 | .001 |
| 4. Did the teacher help you when you needed it? | 215.263 | 1 | .001 |
| 5. Will the class help you in your job? | 1.858 | 1 | .15 |
| 6. Was the class interesting? | 132.500 | 1 | .001 |
| 7. Was the class too large? | .775 | 1 | .40 |
| 8. Was there chance for practical work? | 5.623 | 1 | .015 |

[a]Responses "much" and "some" were compared against replies of "little" and "not at all" for each question.

[b]X = Results of $X^2$ test; d.f. = degrees of freedom and P = probability that there is no significant difference between student persisters and dropouts for responses toward course evaluative questions.

TABLE G

Table showing significance test results of responses between the students in the geographically-like serviced areas of VTAE and UW-Extension system to reasons that persons enrolled in the 1967 -'68 courses surveyed by usage of $X^2$ dichotomized response categories. A/

| Reason for Enrolling | Results obtained by the $X^2$ measure between 'Vocational' and 'Extension' students. B/ | | |
|---|---|---|---|
| | $X^2$ | d.f. | P. |
| 1. To help me do my job better. | 23.16 | 1 | .001 |
| 2. To prepare for a hobby. | .036 | 1 | .98 |
| 3. To help me get along better with others on the job | 13.92 | 1 | .001 |
| 4. To be a better informed citizen | 17.22 | 1 | .001 |
| 5. To retrain or prepare for a better full-time job. | 22.92 | 1 | .001 |
| 6. To prepare for a second part-time job | 15.72 | 1 | .001 |
| 7. To help me be a better parent. | 2.05 | 1 | .15 |
| 8. To help in carrying out tasks & duties around home. | 34.85 | 1 | .001 |
| 9. To prepare for further education (such as College or Technicab Institute) | 3.35 | 1 | .05 |
| 10. To associate with people in new activities | .037 | 1 | .98 |
| 11. To get away from daily routines | 9.21 | 1 | .001 |

a. Responses 'much' and 'some' were compared against replies of 'little' and 'not at all' for each question.

b. $X^2$ = Results of $X^2$ test; d.f. = degrees of freedom and P = Probability that there is no significant difference between students in the Vocational and U. W. extension systems.

Table H

Comparative table of geographically-like serviced areas, between VTAE(V) and U.W. Extension(E) System participants concerning feeling about the course, expressed in percent, by those completing the 1967-68 surveyed courses (N - No. of students responding to each statement).

| Question Asked: | System | Much | Some | Little | Not at All | Number |
|---|---|---|---|---|---|---|
| 1. Course give you what you wanted? | (V) | 75.4 | 22.5 | 1.8 | .3 | 1539 |
| | (E) | 59.8 | 37.4 | 1.4 | 1.4 | 147 |
| 2. Work too hard? | (V) | 1.1 | 10.9 | 15.4 | 72.6 | 1524 |
| | (E) | 1.9 | 3.9 | 8.6 | 85.6 | 104 |
| 3. Teacher knew subject? | (V) | 97.0 | 2.9 | - | .1 | 1536 |
| | (E) | 91.2 | 7.0 | - | 1.8 | 113 |
| 4. Teacher helped you when you needed it? | (V) | 91.1 | 8.4 | .5 | - | 1535 |
| | (E) | 65.1 | 25.3 | 2.4 | 7.2 | 83 |
| 5. Course helps you on job? | (V) | 36.3 | 27.7 | 9.6 | 26.4 | 1403 |
| | (E) | 12.8 | 23.4 | 16.0 | 47.8 | 94 |
| 6. Was class interesting? | (V) | 84.6 | 13.7 | 1.2 | .5 | 1540 |
| | (E) | 81.5 | 17.8 | .7 | - | 146 |
| 7. Was class too large? | (V) | 3.4 | 6.3 | 7.2 | 83.1 | 1536 |
| | (E) | 2.9 | 6.9 | 10.8 | 79.4 | 102 |
| 8. Chance for practical work? | (V) | 55.1 | 31.1 | 7.4 | 6.4 | 1427 |
| | (E) | 27.3 | 23.4 | 10.4 | 38.9 | 77 |

TABLE I

A. Table showing $X^2$ significance test results of dichotonized responses between students in georgaphically-like serviced areas.

B. Of VTAE and U-W. Extension System to question concerning feeling about the course of persons completing the 1967-68 surveyed courses.

| Question Asked | $X^2$ | D.F. | P |
|---|---|---|---|
| 1. Course give you what you wanted? | 1.11 | 1 | .20 |
| 2. Work too hard? | .20 | 1 | .50 |
| 3. Teacher Know Subject? | 21.60 | 1 | .001 |
| 4. Teacher help you when you needed it? | 15.24 | 1 | .001 |
| 5. Course help you on job? | 33.25 | 1 | .001 |
| 6. Was class interesting? | 1.08 | 1 | .90 |
| 7. Was class too large? | 1.41 | 1 | .20 |
| 8. Chance for practical work? | 35.48 | 1 | .001 |

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A. Responses 'much' and 'some' were compared against replies of 'little' or 'not at all' for each question. $X^2$ = results of $X^2$ test; d.f. = degrees of freedom and p = probability that there is no significant difference between students in the vocational and U.W.-Extension Systems.

B. Geographically-like serviced areas for comparable tables in the communities of Madison, Janesville, and Wausau (No completed forms submitted for Racine extensions).